DOCUMENT RESUME

ED 078 340 CG 008 175

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|---|---|
| AUTHOR | Dayton, Charles W. |
| TITLE | Case Studies in Practical Career Guidance, Number 11: Lenawee (Placement) Vocational-Technical Center and Placement Program, Adrian, Michigan. |
| INSTITUTION | American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation. |
| REPORT NO | AIR-346-6-73-TR-11 |
| PUB DATE | Jun 73 |
| CONTRACT | OEC-0-72-4986 |
| NOTE | 20p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | County Programs; *Employment Opportunities; *High School Students; *Job Placement; Job Training; *Vocational Education; *Work Experience Programs |

ABSTRACT

The Lenawee Vocational-Technical Center (Vo-Tec Center) and accompanying Placement Office are a combined vocational school, work experience program, and placement service. Serving the 3,500 students in the 12 feeder high schools in the county, about half of whom attend the Vo-Tec Center, the Placement Office boasts 100% placement of students in a county with relatively high unemployment. The goals of the Placement Office are to assist area youths in their search for employment in occupations related to the fields for which they have been trained and to establish a communications center for all persons connected with any aspect of employment related to the Center. Other documents in this series are CG 008 165 through CG 008 174 and CG 008 176. (Author)

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# CASE STUDIES IN PRACTICAL CAREER GUIDANCE
# NUMBER 11

ED 078340

Lenawee Vocational-Technical Center and Placement Program

Adrian, Michigan

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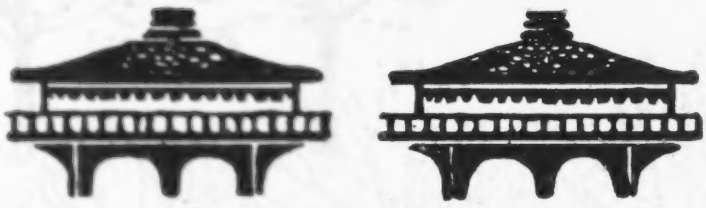

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AIR-346-6/73-TR

TECHNICAL REPORT

Contract No. OEC-0-72-4986

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NUMBER 11

Lenawee Vocational-Technical Center
and Placement Program
Adrian, Michigan

Charles W. Dayton

American Institutes for Research
in the Behavioral Sciences
Palo Alto, California

June, 1973

*The project reported herein was performed pursuant to a contract from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.*

U.S. Department of

HEALTH, EDUCATION, AND WELFARE

Office of Education

Office of Planning, Budgeting, and Evaluation

This case study is one in a series of thirteen which was produced by the Youth Development Research Program of the American Institutes for Research under contract with the Office of Planning, Budgeting, and Evaluation of the U.S. Office of Education. The purpose of the contract was to examine the practical career guidance, counseling, and placement which is provided to noncollege-bound secondary level students. As part of the effort, programs which are making an illustrative attempt to deal with the needs of noncollege-bound youth were identified and described in case studies. Case studies have been written on the following programs:

1. Baltimore Placement and Follow-up Program
   Baltimore City Public Schools
   Baltimore, Maryland

2. Career Development Center
   Troy High School
   Fullerton, California

3. Career and Educational Planning Program
   Pioneer Senior High School
   San Jose, California

4. Career Guidance Program
   Hood River Valley High School
   Hood River, Oregon

5. Computerized Vocational Information System
   Willowbrook High School
   Villa Park, Illinois

6. Coordinated Vocational and Academic Education
   North Gwinnett High School
   Suwanee, Georgia

7. Developmental Career Guidance Project
   Detroit Public Schools
   Detroit, Michigan

8. Employability Development Team
   Cleveland Public Schools
   Cleveland, Ohio

9. Job Development Program
   Cleveland Public Schools
   Cleveland, Ohio

10. Kimberly Guidance Program
    Kimberly High School
    Kimberly, Idaho

11. Lenawee Vocational-Technical Center and Placement Program
    Adrian, Michigan

12. Occupational Learning Center
    Syracuse City School District
    Syracuse, New York

13. Youth Career Action Program
    San Jose Unified School District
    San Jose, California

Other products of this contract include Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature, and the project's final report which is entitled Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths. The final report outlines a planning-evaluation model which program personnel may use in developing local career guidance counseling and placement services.

LENAWEE VOCATIONAL-TECHNICAL CENTER AND PLACEMENT OFFICE
ADRIAN, MICHIGAN

Abstract

The Lenawee Vocational-Technical Center (Vo-Tec Center) and accompanying Placement Office are a combined vocational school, work experience program, and placement service. Serving the 3,500 students in the 12 feeder high schools in the county, about half of whom attend the Vo-Tec Center, the Placement Office boasts 100% placement of students in a county with relatively high unemployment. The goals of the Placement Office are to assist area youths in their search for employment in occupations related to the fields for which they have been trained and to establish a communications center for all persons connected with any aspect of employment related to the Center.

# THE LENAWEE VOCATIONAL-TECHNICAL CENTER AND PLACEMENT OFFICE

*I like it here. The Vo-Tec Center has done a lot of things for me I wouldn't have gotten in high school. They have more equipment. There is more individual attention. The exposure you get in the field helps you learn things you might otherwise not know about. I thank my lucky stars everyday that I'm able to be here.*

*--Lorna*

## Introduction

Lorna, a twelfth-grade student in the Health Services Program at Lenawee County Schools' Vo-Tec Center in Adrian, Michigan, puts in a full day. During the morning, she attends her home high school, taking the traditional required courses or those that will help her achieve her goal of becoming a registered nurse. During the afternoon she spends her time in clinical observation situations, learning nursing first-hand. She spends a week or two in a variety of settings during the semester, such as on the medical-surgical floor of a local hospital, in occupational therapy, in a dental office, and in a day-care center. In each setting, she works with relevant personnel and performs various duties. These duties usually relate to her training during the fall semester, when she took classes to prepare her for the field experience and work she now is engaged in in the spring semester. She is evaluated at each site by the physicians, nurses, or other qualified members of the staff. Friday she returns to the Vo-Tec Center, along with her classmates who have been in other settings and exchanges experiences and impressions with her friends, discussing in particular any problems that have come up and sharing them with her teacher/coordinator. "I wish I'd come out here my junior year so I could go on Co-op this year." If she had gone through the program the previous year, she probably now would be working part time at a particular job, learning in depth the aspect of nursing she decided was best for her.

Lorna's experience is one of many under way at Lenawee's Vo-Tec Center. Located in Adrian, in the southeastern corner of Michigan, the center serves all 12 secondary schools in the county, alloting each a representational number of student places based on the school's population. Eleventh- and twelfth-grade population in the county is about 3,500 students, and about

1,700 students are served by the Vo-Tec Center. Students are selected according to such criteria as their interests, their high school counselor's assessment of their capacity to respond to the program's features, and their long range career goals. The program has expanded vastly since its new building was completed in 1970, and the demand for places considerably exceeds the supply.

Part of the reason for such demand consists of the quality and type of instruction made available to students. Some 80% of the instructors hold at least a B.A. All of them are experienced craftsmen and skilled artisans who are intimately familiar with their particular craft and can give students practical training and advice that are urgently needed in the work world and that traditional school programs frequently ignore. The training is structured to make it meaningful to students--they learn by doing, not be sitting and taking notes. A broad range of programs is available to respond to both varied student interests and varied community needs. Many different courses of instruction are offered, including all of the following: Health Services; Business Office Occupations; Building Trades; Machine Shop; Welding and Metal Fabrication; Auto Mechanics; Auto Body; Commercial Printing; Industrial Drafting; Data Processing; Electronics; Child Care; Commercial Food Preparation and Service; Distributive Education (sales and retail); Farm Power and Machinery; Landscaping; Residential and Commercial Services; Climate Control; and Cooperative Education (Co-op). Many of these have sub-categories and are further broken down in actual instruction, using the "cluster" approach.

Another key to the program's success is its Placement Office, which was begun in the summer of 1971. This office coordinates work-related programs for the entire county, finding full-time, part-time, or temporary jobs for the students and graduates of the Vo-Tec Center as well as for vocationally trained graduates of feeder high schools. The Placement Office works with counselors in the schools and at the Vo-Tec Center, instructors, area employers, and others interested in finding work for young people. It serves an important communications function in addition to actual placement, informing employers of services and training available at the Vo-Tec Center and of available student help, as well as informing students, parents, and school personnel of job openings and related aspects of employment. Interviews are arranged between appropriate employers and students, and students are trained in interviewing. When a student accepts a position, an evaluation process begins to

ensure both employer and student satisfaction. Success in placement has been striking. At a time when unemployment in the county is running at around 9%, higher among people under 25, Vo-Tec graduates have an unemployment rate of less than 1%.

## Origins of the Project

The need for programs to respond to students who go directly from high school to work settings has become increasingly evident to educators and counselors in recent years. This growing awareness exists both at the state level in Michigan and locally in Lenawee County. The state is divided into 49 planning districts, and the Career Education Planning District (CEPD) for the Lenawee area takes a leadership role in planning for implementation of new career education concepts in the county.

Lenawee is a rural county, covering 754 square miles, and is one of the principal agricultural counties of Michigan. However, most of the labor force works in nonagricultural employment. Of the county's 32,000 employees, about 20,000 are located in industrial jobs; of these about 65% to 70% are in jobs related to the automobile industry. Clearly, a large percentage of young people in the county, at least those desiring to stay in the county, require an education and training program designed to respond to these factors. When the federal government made funds available for this kind of response in the late 1960s, Lenawee County took a lead in implementing responsive programs and built the second vocational-technical center in Michigan.

The Lenawee Area Vocational Education program came into existence as a community effort. A vocational survey was taken in 1965-66 among the county's 1,270 employers to determine the need for the program and the courses to be offered. A vote was then taken in the county, which found the citizens approving the millage that led to the construction, equipping, and operation of the Vo-Tec Center. This construction, using both local and federal funds, was completed in 1970 and permitted a vast expansion of the interim program of vocational courses begun in 1967 at a temporary site. From the beginning, an effort of some magnitude was made to coordinate efforts with administrations and boards of the local high schools and their faculties, especially those engaged in guidance and counseling. Community participation was maintained and extended, particularly through the services of the Occupational

Advisory Committees. These committees are made up of a total of 264 local businessmen and community representatives, often working in relevant fields, and are structured into separate units, one for each of the instructional areas at the Center, in addition to the advisory committees for categorical programs, such as Special Needs, the Co-op Program for the Disadvantaged, and some consumer education programs. They played a central role in the design of courses from the start and continue to be active in reviewing offerings, particularly with an eye toward placement considerations, and in making decisions about equipment and material acquisitions.

Funding for the Vo-Tec Center comes largely from local appropriations. The Lenawee County district budget supplies 60% of the funds, state sources contribute another 20%, federal special project sources add 15%, and the remaining 5% comes from a miscellany of sources.

The placement program is funded this year (according to the original proposal) with 65% federal and 35% local appropriations. Within three years, local funds will carry 100% of the placement program. The Center funding will remain as it is.

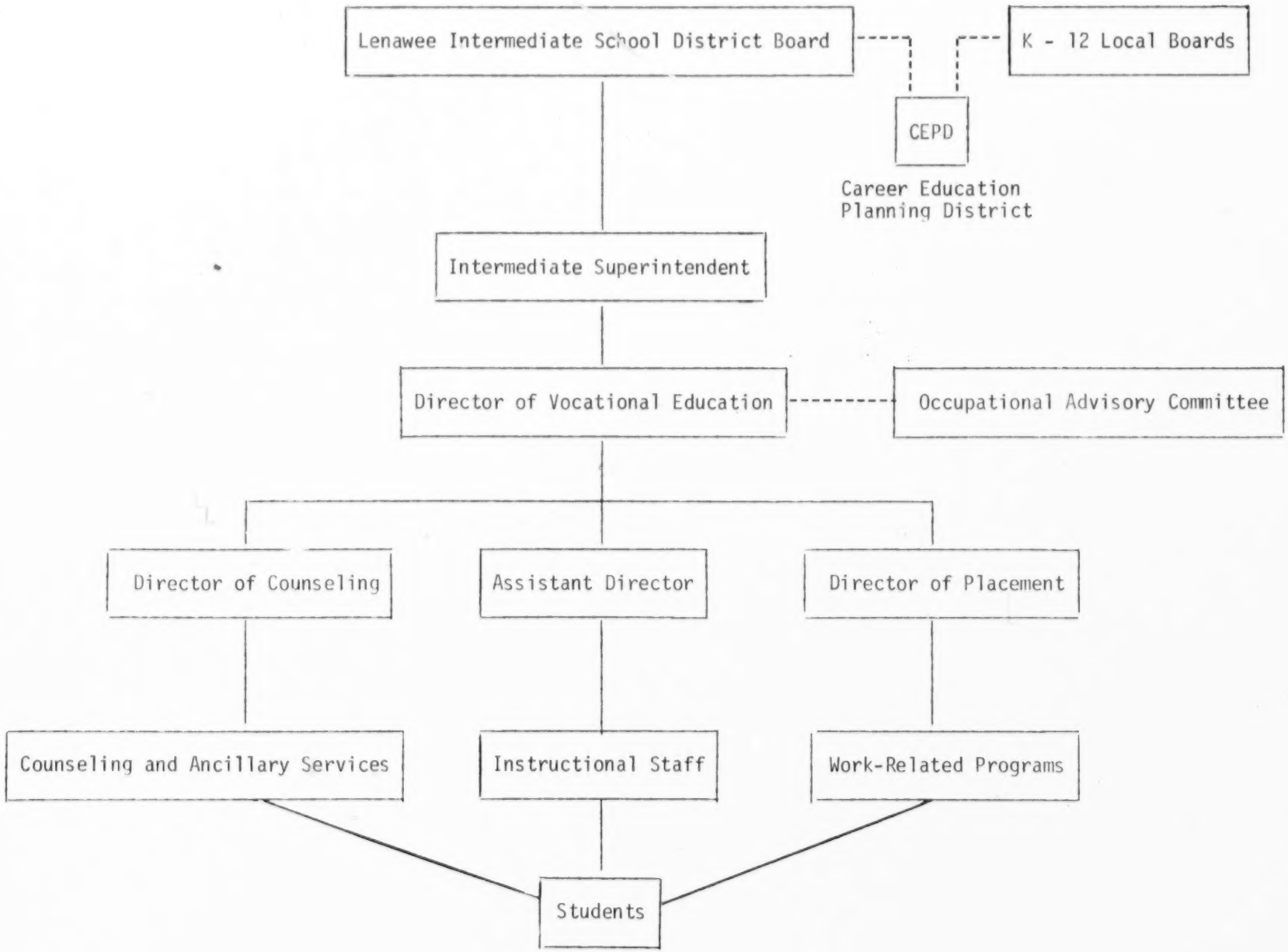
A primary reason for choosing this project for study was its placement component. It provides the focus for the investigation and stands out as an unusual feature. At the same time, it is important to understand the Center itself and its instructional programs and goals. Thus much of the following report deals with the Placement Office, providing information of a more general nature that seems appropriate to understanding the placement program.

## Current Status of the Project

### Target Population and Setting

The clientele of the Vo-Tec Center and its Placement Office is fairly diverse. About 30% of the Center's students come from Adrian, a city of about 20,000 residents. The rest come from towns ranging in population from 7,000 (Tecumseh) to 200 (Sand Creek), or from farms. Approximately 87% of the students are white, 12% are Mexican-American, and 1% are Black. About 60% of the students are male. About 60% of the Center students are eleventh graders and 40% are twelfth graders. Also, there is a sizable adult population enrolled in the evening shift. Economic status breaks down as follows: 16%

ORGANIZATIONAL CHART OF LENAWEE VOCATIONAL-TECHNICAL CENTER



of the students come from high socioeconomic background (family incomes of more than $15,000), 79% from middle socioeconomic backgrounds (family incomes between $6,000 and $15,000), and 5% from low socioeconomic backgrounds (family incomes of less than $6,000).

Vo-Tec students graduate with a broad range of career goals in mind. The vast majority plan to go directly into a job on graduation from high school--approximately 71% of the students fall into this category. Some 14% percent plan to go on for additional schooling of a nonacademic variety: two-year terminal college programs, trade schools, or vocational-technical programs. Some 3% plan to go on to a four-year college program and earn a B.A. degree, while 9% plan to marry and keep house without working or going for additional education or training directly after graduation. About 3% plan to enter the Armed Forces.

Of the 3,500 eleventh and twelfth graders in the county, approximately 45% are served by the Vo-Tec Center. The services of the Placement Office are available to any student who requests them, however, as well as to persons enrolled in the adult education program. The typical avenue for a student to follow in seeking placement help is through his Vo-Tec instructor, who knows him and can make an intelligent judgment concerning the student's readiness for employment and can then contact the Placement Director or an employer as seems appropriate. Students may also make contact with the Placement Office through their school counselors or directly. Students remain eligible for placement help indefinitely after graduation.

Instructors thus play a vital role in placement of students. Students may be released from the Center for work at any time during the year, if the instructor judges them to be ready for work in the occupation they have trained for. They are released into Co-op, and, in most cases, their instructor becomes their Co-op coordinator. The instructor/coordinators supervise students on Co-op jobs before and after teaching hours, as well as one day each month when they are released from teaching duties.

## Goals and Objectives

The Placement Office clearly sets out its goals.

1. To assist Area Center graduates in their search for full-time employment in occupations related to the fields for which they have been trained.

2. To establish a communications center for all persons involved in any aspect of employment--school personnel, employers, parents, students, and special services personnel.

3. To act as the coordinating unit for the Co-op and Class Extension programs, as well as for all work-related programs in existence at the Lenawee Center.

4. To coordinate the Job Preparation program at the Lenawee Center.

5. To promote an understanding on the part of employers as to the function and offerings of the Area Center and how their interests might best be served.

6. To provide in-service training for instructors, counselors, and all other persons involved in placement to encourage cooperation and coordination.

7. To continue to follow up all graduates and assist in the evaluation of programs.

8. To participate in all advisory committee meetings.

The Placement Office also describes its activities and procedures as follows:

> The program is implemented in a number of ways. The various occupational programs are interpreted to employers and the general public, jobs are solicited, student-recruiter interviews are scheduled, student applicants are registered, students are interviewed and referred, and vocational counseling is offered to applicants. Constant attempts are made to evaluate the success of the occupational programs in meeting community needs. Reports and studies of former students are made, including evaluation and follow-up.
>
> Clients are assisted in relating their personal qualities, education and experience to occupational requirements; they are assisted in their search for employment; and the Placement Office attempts to cooperate with employers in the successful induction of the student into part-time and career positions.
>
> Placement personnel also assist employers by screening and referring qualified applicants for jobs and act as liaison agents in acquainting Area Center personnel with the needs of business and industry in curriculum development.
>
> The services of the Lenawee Area Center Placement Office are also extended to vocationally prepared graduates of Lenawee high schools who have not been enrolled in Area Center programs.

The following table summarizes the relationship of components and activities (delivery systems), along with evaluation procedures employed, budget allocations, dissemination procedures, and modifications being considered or already adopted for the future.

| Components | Delivery System | Evaluation Procedures | Budget | Dissemination | Modifications |
|---|---|---|---|---|---|
| Full-time placements | Letters to employers<br>Visits to employers<br>Telephone calls to and from employers<br>Interviews with students<br>Public speaking engagements<br>Consultation with ancillery service personnel<br>Advisory Committee meetings<br>Conferences with faculty | Number of full-time placements and appraisal of services to persons not placed | 50% of time and money | Newspapers<br>Radio interviews<br>Speaking engagements<br>Vo-Tec Topics (published by the Vo-Tec Center)<br>Personal contacts<br>Special report to employers (in Sept. 1972)<br>Advisory Committee meetings<br>Articulation with Lenawee Personnel Directors Association | None |
| Coordination of County Co-op Program | Involvement of 20 instructor-coordinators<br>Telephone calls to employers and school personnel<br>Maintenance of Co-op files<br>Co-op Banquet in May<br>Development of program standards<br>Visits to employers<br>Conferences with faculty | Approvable training stations and training plans<br>Survey of students, school personnel, and employers.<br>Leads into full-time placements | 30% of time and money | Same as above<br>Also Co-op Banquet | Direct involvement of related class instructors |
| Coordination of Class Extension program | Involvement of instructors with employers<br>Telephone calls<br>Maintenance of records<br>Development of specific training instrument<br>Conferences with faculty | Reactions of students, employers and instructors<br>Leads into Co-op and full-time placements | 10% of time and money | Same as above. | Involvement of Center programs |
| Pre-employment orientation program | Visits by employers<br>Dissemination of materials<br>Arranging for AV materials that relate to employment<br>Personal presentation<br>Conferences with faculty | Survey of student attitudes<br>Appearance of students<br>Student performance on job interviews<br>Employer reactions<br>Student satisfaction with job | 10% of time and money | Same as above | Long-range planning<br>Specific calendar days per program<br>Acquisition of additional materials |

Project Staff

Placement is an aspect of the program to which a wide array of people contribute. The Placement Office works with counselors and other school personnel; Co-op coordinators; area center instructional staff; Neighborhood Youth Corps coordinators; Social Services personnel; county school psychologists; special consultants who work with physically, emotionally, and socially handicapped students; remedial instruction personnel at the Center; the Center's vocational counselor; and outside sources such as the MESC Office, Lenawee County employers, and all area center advisory committees in providing job placement information and job procurement advice. In addition, a new staff member called the Job Preparation Coordinator works with students in the Center once each month, providing preemployment training.

The core of the Placement Office is the Placement Director. She is the central coordinating element of the program. All of the activities listed in the preceding four paragraph abstract are aspects of her work. She divides her presence between the Vo-Tec Center where she carries on such activities as student interviewing, contacts with teachers, and phone contacts with employers, and direct contact in the community with employers and with counselors and students in the county's twelve secondary schools.

Working with her is a full-time counselor at the Vo-Tec Center. He spends much of his time (50%) consulting with other educational personnel in addition to counseling/instructing students in group settings (25%), making liaison contacts in the community (10%), conducting testing (5%) and planning and evaluating program activities (5%).

Most of the teachers at the Center aid in the placement effort through the coordinating program. Teachers are responsible for maintaining contacts with employers who have students from their instructional program. They receive feedback and evaluations and deal with problems that arise. They are paid a sum in addition to their teaching salary to serve in this coordinating capacity, based on the number of students thus employed.

The Job Preparation Coordinator, a position created in response to employer feedback, has come to play an important role in readying students for employment. This preemployment training, two and one half hours each month for each instructional group, consists of classroom instruction in abilities and attitudes appropriate to work situations in general, as well as assistance and practice in seeking out jobs and successfully completing applications and

interviews. It also contains units in human relations, postemployment considerations (unions, tax forms, fringe benefits, and so on), consumer economics, and citizenship. Outside speakers are brought in, and students are taken on field trips to enrich the course. Since this is the first year of this program's existence, it is still undergoing development and definition, but it seems to be meeting with positive response.

Many other people indirectly participate in placement work. They include two Special Consultants who work with special needs students (physically, emotionally, mentally, and socially handicapped students), a Vocational Rehabilitation Counselor who works with severely disabled students in the county, the Center's Director and Assistant Director of Vocational Education, and a full-time secretary.

Broad Impact

One of the best ways to develop a feel for the impact of the program is to review the comments of students, instructors, counselors, administrators, and employers about effects of the program. Students, for example said:

> A strength of the program is the definite exposure you get to the field you are interested in. Maybe there's something in the field you didn't know about. You can find out about it here. Maybe there's something you don't like and you can find out before it's too late.
>
> Students' attitudes become more serious here. They have something to get interested in, and clown around less.
>
> I designed a menu, tickets, and letters for our school prom. I drew a little man on a carpet, and determined the color. It made me feel good, like I got something done.
>
> They have more equipment than the regular high school. You can do and learn a lot of things here you can't there.
>
> One kid entered the Center just to get out of school. He really got interested, and began to take it seriously. He ended up doing well, and is now seeking a career in the field he trained in.

Adults report similar changes. One counselor described a situation in which he was dealing with a "certified mentally retarded boy who was flunking and miserable and whose father was harrassing him. We got him into the printing program at the Vo-Tec Center and he loves it. His attendance is regular, the emotional disturbance has cleared up, and even his dad can see the improvement and is off his back."

Employers typically describe the maturing experience the students go through. "For one young chap it was the first job he ever held. He was withdrawn and nervous. He got involved with the people here and we had a good experience with him. Everyone wanted to help him. He left with more courage and confidence." Another employer described a similar experience. "Steve had lost interest in school. He was above average in ability, but was ready to drop out. The job has given him responsibility and his own money, and his attitude has improved markedly. He was well trained at the Center, and is now very mature for his age."

There are also students who fail to change in hoped for ways, but the general feeling among all groups interviewed was that the majority of students respond positively and that most changes are positive. The demand for the program is considerably greater than the supply of student places.

Evaluation

The program is evaluated in a number of ways. There are constant contacts between employers and the Center's instructors and Placement Director and continual informal contacts among students and adults, counselors, employers, administrators, and parents. More formal evaluations exist in two forms. The first is a monthly evaluation made of all students working on a job, submitted by the employer, on a standardized form to the instructor/coordinator for that student. This serves as valuable feedback for the student, who receives a copy of the evaluation, but is also useful for the instructor in terms of his course and training program and for the Placement Director and the placement service in placing appropriately trained students in appropriate job slots.

The second formal evaluation procedure is in the form of an annual program evaluation study. This study surveys all graduates of the Center the year following their graduation. Standard forms are used in an attempt to bring reactions together in usable form. An attempt is made to follow up 100% of the graduates, and at least a 95% response level has been consistently maintained. Additional follow-up studies are conducted on a three- and five-year basis after graduation. Such a three-year study was conducted this year, surveying graduates, parents, Occupational Advisory Committee members, and county employers, gathering their reactions to the Center in general, the particular courses and programs, and the adequacy of the placement service.

The information supplied from these surveys serves more than an academic function. Students found to be looking for a job are referred to the Placement Director and she seeks out appropriate positions for them.

Future of the Project

No plans for major changes in the direction or conception of the Lenawee Vo-Tec Center or its Placement Office exist at present, although there are plans to expand the program and to respond to certain suggestions and developing needs that are becoming evident. Because of the considerably greater demand for student places at the Center than can be met, plans are being made to expand the program in two ways. The first of these is to add a building. Located on the same site as the present building, it will provide laboratory, storage, and additional classroom space. There has been a commitment by some local tradesmen to assist in building the new structure.

The second expansion, as yet in a planning stage, consists of moving from the present three shift/one faculty structure at the Center to a four shift/two faculty structure. This would provide a 25% increase in instructional time and resources available to county students and would also relieve the heavy three-shift teaching schedule now burdening many of the Center's instructors. Such a change would require a sizable budget increase, since it would require doubling the instructional staff and salaries, but if this obstacle can be overcome, the move to four shifts and two parallel faculties seems a likely course for the future.

Other changes planned are less dramatic, consisting primarily of reacting to developing needs and adjusting programs as demand varies or becomes more clearly defined. The industrial drafting program has elicited less response than expected originally and has had disappointing results in terms of employment opportunities. It will be changed to include architectural, electrical, and environmental drafting. A course of instruction in cosmetology will be added next year, by way of a contact with a local beauty school. Efforts are expanding at feeder schools to include more career education instruction before the junior level so that students will be better educated concerning the alternatives available to them and thus be better equipped to make intelligent decisions regarding their career futures and selection of programs.

## Conclusions

A final conclusion about the effectiveness of the program is difficult to reach since there is no general agreement on the criteria that determine success or failure. However, conclusions concerning success as related to certain specific goals can be reached. The first goal that the Center defines for itself is that of assisting students to find full-time employment in occupations related to the fields for which they have been trained. The 1972 Graduates Follow-Up Report, completed November 15, 1972, gives the statistics in the table on the following page.

This table represents approximately a 98.6% response level to questionnaires sent out and suggests considerable success in placing students. Of those graduates available for work, 54.3% were working in occupations for which they were trained or a related occupation, 36.2% were working in occupations unrelated to their training, 5.8% were employed part time, and 3.8% were unemployed. Since the submission of the 1972 report, the 15 students who were unemployed at that time have been placed on jobs. Thus, of those students available for work, 100% have been placed. It should be added that Lenawee County's unemployment rate in general is high, running at around 9% during the time of this survey and the unemployment figure for people under age 25 is considerably higher. Such statistical information is not available for the other seven goals that the Placement Office sets for itself. Perhaps the fairest summary conclusion regarding these is that the program is eliciting positive comments and feedback from all groups interviewed. In terms of the fundamental goals that the Placement Office is working toward, it seems to be having a significant degree of success.

## Transportability

The Placement Director believes the Placement Office as it exists at the Lenawee School Vo-Tec Center would be transportable virtually intact to any comparable secondary school. Ten students interviewed all expressed the feeling that the program would help other students similar to themselves. Materials of many kinds are available to interested schools, including the project's final report and abstract, brochures describing courses and activities, and office forms.

## SUMMARY OF LENAWEE AREA VO-TEC GRADUATES RESPONSES

Items as listed on Form VE-4045, State Department of Vocational Education, and on the Questionnaires sent out to the Graduates and returned by them

Total Number of Graduates Responding: 557 Female - 229 Male - 328

| | Graduates | Female | Male |
|---|---|---|---|
| Survey Population | 557=100% | 229=41.1% | 328=58.9% |
| In Armed Forces | 16=2.9% | -0- | 16=4.9% |
| Continued Full Time Schooling | 93=16.7% | 38=16.6% | 55=16.8% |
| Of Those, in Voc.-Tech | F | M | |
| Post-Sec Sch | 33=86.8% | 46=83.6% | |
| Other Post-Sec.Sch | 5=13.2% | 9=16.4% | |
| Other Reasons Not in Labor Force | 50=9.0% | 42=18.3% | 8=2.4% |
| Not Available for Placement | 159=28.6% | 80=34.9% | 79=24.1% |
| Available for Work or Employed | 398=71.5% | 149=65.1% | 249=75.9% |
| Of Those Available for Work or Employed, | (398=100%) | (149=100%) | (249=100%) |
| Work in Occupation for Which Trained, or Related Occupation | 216=54.3% | 93=62.4% | 123=49.4% |
| Working in Unrelated Occupation | 144=36.2% | 35=23.5% | 109=43.8% |
| Employed Part Time | 23=5.8% | 13=8.7% | 10=4.0% |
| Unemployed | 15=3.8% | 8=5.4% | 7=2.8% |
| Key Figure * | 295=60.1% | 120=67.4% | 169=55.6% |

*Of those graduates going into postsecondary schooling and those available for work or employed, 295 = 60.1% followed their high school vocational curriculum by entering related schooling, occupations for which they were trained, or related occupations.

Many obstacles must be overcome in establishing such a program. Knowledge of such challenges can be helpful to someone interested in replicating the program at another site. Some of the main challenges encountered at Lenawee have been the following:

1. Enlisting the full and enthusiastic cooperation of all groups, including the administration, counselors, and faculty of the feeder schools; civic leaders; county employers; parents; and students. This requires considerable foundation building in terms of the egos of contributing groups.
2. Seeking adequate outside financial help in getting started and building a base of support within the area served to continue sufficient funding.
3. Selecting students for the Center carefully and avoiding the problem of having students fail because their needs are inappropriate to the Center's services.
4. Maintaining full contact with the area's employers, in terms of informing them of the services that the Center can provide related to their needs for employees and in terms of assuring their understanding of the students' needs on Co-op positions.
5. Coping with the problem of overtaxing instructor/coordinators in responding to the heavy demand for the Center's programs.
6. Dealing with transportation needs that arise, particularly in a rural area, for students going to and from the Center from their feeder school and to and from jobs.
7. Recruiting the sort of enthusiastic, qualified instructional staff that Lenawee has.
8. Keeping programs abreast of changing occupational needs so that students can readily be placed.

There are many other challenges, but these are some of the major ones that have occurred at Lenawee.

The Program Outline that follows may be helpful to someone interested in replicating the program.

PROGRAM OUTLINE

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| Goal: | To assist youth in their search for employment in occupations related to the fields for which they have been trained and to establish a communications center for all persons involved in any aspect of employment--school personnel, employers, parents, students, and special services personnel. |
| Students Served: | Approximately 45% (1,700) of Lenawee County's high school student population are served by the Vo-Tec Center, and potentially 100% (3,500) are served by the Placement Office located at the Center. |
| Staff: | The Placement Director, a full-time counselor, a secretary, and part-time services of most instructors (who act as coordinators) and special needs personnel. |
| Funding Source: | Vo-Tec Center: 60% local; 40% state and federal<br>Placement Office: At present--35% local, 65% federal.<br>After three years--100% local. |
| Materials, Facilities, and Support | The Placement Director, counselor, and secretary have office space at the Vo-Tec Center, a large multiple purpose building housing the 18 instructional programs conducted by the Center, accompanying equipment, various special needs personnel, and administrative personnel. Close cooperation is maintained between the Placement Office and the twelve feeder high schools, employees in the county, and area civic leaders. |
| Student Activities: | In addition to their regular programs of vocational training, students receive one preemployment instructional session (2-1/2 hours) per month (Job Preparation), and work experience related to their training (Co-op). These lead up to a full-time position on graduation, secured whenever necessary by the Placement Office. |
| Contact Person: | Mrs. Paula Shirk, Placement Director<br>Lenawee Vocational-Technical Center<br>2345 N. Adrian Hwy.<br>Adrian, Michigan 49221<br>(313) 263-2108<br><br>Mr. James R. Brown, Vocational Director<br>Lenawee Vocational-Technical Center<br>2345 N. Adrian Hwy.<br>Adrian, Michigan 49221 |